



MILL HILL COMMUNITY PRIMARY SCHOOL  
CURRICULUM CO-ORDINATOR END OF YEAR REVIEW 2019-2020

CURRICULUM AREA	Religious Education
CURRICULUM CO-ORDINATOR	Michelle Emms/Rebecca Bainbridge
DATE	July 2020

FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
At the focusing stage the co-ordinator recognises that the school is at the beginning of a process. The co-ordinator identifies what is happening already but recognises that much remains to be done.	At the developing stage the school has started to address some aspects of the key area but there is a need for further development to secure and consolidate practice and process in identified aspects.	At this stage there still remains some issues to address in terms of whole school consistency and cohesion but many things are now in place and are becoming embedded, there has been significant development in the quality of provision and a real impact on standards.	At this stage the identified aspects of the subject are embedded fully in whole school approaches and practice. There is whole school consistency and cohesive practice and the impact on standards and progress is evident.

Monitoring activities 2019-2020	
What monitoring has taken place in EARLY YEARS/KS1/KS2? ➤ Work scrutiny in Autumn and Summer terms ➤ Pupil Interviews ➤ Planning scrutiny in Autumn & Summer terms ➤ Planning review	Who has been involved in monitoring? ➤ Subject leader / HT
What are the main strengths in this curriculum area?	
EARLY YEARS/KS1 <ul style="list-style-type: none"> <li>• Pupils enjoy RE.</li> <li>• Taught in a variety of way (creative, roleplay, reading, writing etc)</li> <li>• Real life experiences from people of different faiths (festival of light).</li> </ul>	KS2 <ul style="list-style-type: none"> <li>• Consistency of delivery in UKS2 – refer to prior learning.</li> <li>• Pupils are good at talking – asking questions of one another and responding</li> <li>• Variety of recording techniques evident pupils enjoy RE</li> </ul>
What are the areas for development in this curriculum area?	
EARLY YEARS/KS1 <ul style="list-style-type: none"> <li>• To ensure early years KS1 are supported in teaching the RE curriculum.</li> <li>• To ensure the 2020 Agreed Syllabus end of year statements are being met.</li> <li>• To develop teaching and evidence</li> </ul>	KS2 <ul style="list-style-type: none"> <li>• To support teachers that are new to teaching RE.</li> <li>• To ensure the 2020 Agreed Syllabus end of year statements are being met.</li> <li>• To develop teaching and evidence.</li> </ul>
How is pupil progress and attainment evaluated?	



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EARLY YEARS/ KS1 <ul style="list-style-type: none"> <li>• Target Tracker</li> <li>• RE books show progress and re looked at to assess this</li> </ul>	KS2 <ul style="list-style-type: none"> <li>• Target Tracker</li> <li>• RE books show progress and re looked at to assess this</li> </ul>
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Progress of Pupil Premium Pupils in this curriculum area 2019 – 2020

EARLY YEARS/ KS1/ KS2  
No data available due to Covid 19 shut down

What are the next steps in this curriculum area? (include any actions for PP, SEND, EAL)

- To embed quality RE learning through staff CPD.
- To further develop the curriculum
- To create end of year expectations for RE, that promotes vocabulary, deep level questioning and links with Maths and English.
- To develop and trial assessment tracking for RE.

What are pupil attitudes to this curriculum area? Not collected due to Covid 19 shut down

EARLY YEARS –

KS1  
-

KS2  
-

How does this curriculum area contribute to the teaching of English and Mathematics?

ENGLISH <ul style="list-style-type: none"> <li>• Through learning and using subject specific vocabulary.</li> <li>• Different writing styles.</li> <li>• Speaking and Listening e.g. discussion, debate, critical thinking.</li> </ul>	MATHS <ul style="list-style-type: none"> <li>• Comparing using charts.</li> <li>• Data recording.</li> <li>• Calculating</li> <li>• Shape and patterns.</li> </ul>
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What are the key resources?

- RE boxes with resources for different religion.
- Understanding Christianity document.
- 2020 NYCC Agreed Syllabus.
- Links to local churches.

Curriculum intention: What are the objectives of your curriculum area?

- To support those new to teaching the RE curriculum.
- To ensure the 2020 Agreed Syllabus end of year statements are being met.
- To develop the teaching and evidence of strands.



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Curriculum intent and implementation:

How is your curriculum area sequenced, structured, designed and implemented?

- In Early Years pupils have continuous access to a range of activities and resources which help promote and develop pupil's skills in the UW area of the Early Years curriculum.
- Pupils experience different religions through visits in and out.

How does the school vision and values impact your subject intent and implementation?

- Our curriculum is designed to reflect and understand in depth the multiple faiths within our school community.
- Ethical questioning and critical thinking is developed through the RE curriculum.
- Pupils also learn about 'rules' of different religions and how they impact how we live today.
- Planning is progressive and skills are taught from Early Years to Year 6.
- We teach tolerance, respect and compassion towards all faiths and communities.
- Diversity is celebrated through different faiths.
- Our curriculum develops children as a 'Global Citizen' and provides experiences with the wider world through church links and visits.
- Staff are given CPD opportunities. Cross curricular opportunities including art, music, PE etc. Pupils are exposed to the rich diversity of wider society.
- We embrace and celebrate all faiths in our school and invite pupils, parents and visitors from the community to share their faiths with one another.

How does your curriculum reflect the British Values and SMSC?

Our curriculum develops the British value of mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Understanding of rule of law, individual liberty and respect for democracy is taught and explored in depth through debate and critical thinking activities. All strands of SMSC are well established throughout the RE curriculum.

Which areas of your Curriculum Action Plan require focus in the next academic year?

- To embed quality RE learning through staff CPD.
- To further develop the curriculum through focused year group title pages, ensuring all end of year statements are met.
- To create end of year expectations for RE, that promotes vocabulary, deep level questioning and links with Maths and English.
- To develop and trial assessment tracking for RE.

What CPD has been attended?

What has been the impact of the CPD?

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